DOCUMENT RESUME

ED 481 337 CE 085 590

| | |
|---|---|
| TITLE | Public Safety Core. Integrated Academic and Technical Competencies (ITAC). |
| INSTITUTION | Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education. |
| REPORT NO | No-172812 |
| PUB DATE | 2003-00-00 |
| NOTE | 16p.; For other FasTrak ITACs, see ED 457 412, ED 458 211, ED 458 376-383, ED 459 318, ED 463 407, ED 470 766-768, ED 472 431-432 and CE 084 491-492. |
| AVAILABLE FROM | For full text: http://www.ode.state.oh.us/ctae/teacher/fastrak/public_safety/publicsafety.pdf. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | EDRS Price MF01/PC01 Plus Postage. |
| DESCRIPTORS | Articulation (Education); Basic Skills; *Competency Based Education; Computers; *Curriculum Development; Education Work Relationship; Employment Qualifications; Ethics; Fire Science Education; Hazardous Materials; Health Education; *High Schools; Law Enforcement; Minimum Competencies; *Safety Education; Secondary Education; State Standards; Statewide Planning; Telecommunications; Terrorism |
| IDENTIFIERS | Criminal Justice; Geographic Information Systems; *Ohio; *Public Safety; Terrorist Tactics |

ABSTRACT

This document, which lists the public safety core competencies that are part of the Integrated Academic and Technical Competencies (ITAC) in Ohio, is intended to assist individuals and organizations develop a course to provide students with knowledge and skills applicable to public safety careers, including but not limited to firefighter, emergency medical technician basic, and criminal justice. The course is to be taught only in conjunction with a firefighter, EMS, criminal justice or other approved senior-level specialized public safety program, and is intended only to be taught in the 10th or 11th grade. The competencies, under each of which are listed competency builders, are listed in the following 15 categories: public safety introduction; ethics; safety; CPR/first aid; computer technology; communications; diversity and disabilities; schematics, maps, and geographic information systems (GIS); healthy living styles; psychology of stress; equipment training; hazardous materials training awareness level; terrorist assessment training; incident command; and emergency telecommunications. (MO)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 481 337

# Integrated Academic and Technical Competencies (ITAC)

# Public Safety Core (17.2812)

**Office of Career-Technical and Adult Education**
**25 S. Front St.**
**Columbus, Ohio 43215-4183**
**(614) 466-3430**
**www.ode.state.oh.us/ctae**

*The Ohio Department of Education, Office of Career-Technical and Adult Education, does not discriminate on the basis of race, religion, gender, nationality, age, disability or ethnic background.*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. Bowermeister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE



CE 085 590

## Public Safety Core ITAC Table of Contents


| | | |
|---|---|---|
| Acknowledgements | | 3 |
| Overview | | 4 |
| Unit 1: | Public Safety Introduction | 5-6 |
| Unit 2: | Ethics | 6-7 |
| Unit 3: | Safety | 7 |
| Unit 4: | CPR/First Aid | 8 |
| Unit 5: | Computer Technology | 8-9 |
| Unit 6: | Communications | 9 |
| Unit 7: | Diversity and Disabilities | 9-10 |
| Unit 8: | Schematics, Maps and Geographic Information Systems (GIS) | 10 |
| Unit 9: | Healthy Living Styles | 10-11 |
| Unit 10: | Psychology of Stress | 11-12 |
| Unit 11: | Equipment Training | 12 |
| Unit 12: | Hazmat Training – Awareness Level | 12 |
| Unit 13: | Terrorist Assessment Training | 12-13 |
| Unit 14: | Incident Command | 13 |
| Unit 15: | Emergency Telecommunications | 14-15 |

**Acknowledgements**

**Ohio Department of Education**
**Office of Career-Technical and Adult Education**
Vicki L. Melvin, Director

**Industrial and Engineering Systems and Health Careers**
Robert Bowermeister, Assistant Director
Joyce R. Boudreau, Consultant
Les Brinkley, Consultant
Michael Cowles, Consultant
Kathy Sommers, Consultant
Richard Wancho, Consultant

**Professional Panel**
Frank Clay, Sinclair College, Dayton
David H. Hoover, The University of Akron, Akron
Chief Cliff Mason, Ohio Fire Chief's Association, Plain City
Doug Orahood, Ohio Department of Public Safety, Columbus
Donna Monell, Emergency Management Association of Ohio, Newark
CSM Gary Speese, Ohio National Guard, Columbus
Marianne Krismer, Cincinnati State Technical & Community College, Cincinnati
Lynn Schaufele, The Timken Company, Canton
Captain Mark Drum, Delaware Police Department, Delaware
Captain Steve Friday, Ohio State Highway Patrol, Columbus
Ellen Owens, Ohio Department of Public Safety, Columbus

**Educator Panel**
Edward Brewer, Cuyahoga Valley Career Center, Brecksville
Allen Daugherty, Buckeye Career Center, New Philadelphia
Michael Finney, Great Oaks Institute of Technology and Career Development, Cincinnati
Theresa Goodwin, Medina County Career Center, Medina
Alexandra Hoskins, Martin Luther King, Jr. School for Law and Municipal Careers, Cleveland
James Howard, Lawrence County Career Center, Chesapeake
Jay Manning, Great Oaks Institute of Technology and Career Development, Cincinnati
Barbara McCarren, Great Oaks Institute of Technology and Career Development, Cincinnati
Harvey Poff, D. Russel Lee Career Technology Center, Hamilton
Ed Ryan, Pickaway-Ross Career and Technology Center, Chillicothe
Erin Van Fossen, Buckeye Career Center, New Philadelphia

## Overview

Public Safety Core is designed to provide students with knowledge and skills applicable to public safety careers, including, but not limited to Firefighter, Emergency Medical Technician-Basic and Criminal Justice. Topics include safety, ethics, diversity and disabilities, computer technology, CPR/First Aid, psychology of stress, healthy living, communications, schematics, maps and geographic information systems (GIS), equipment training, terrorist assessment training, incident command, hazmat training and emergency telecommunication. This course is a minimum of 240 hours to be taught ONLY in conjunction with a firefighter, EMS, Criminal Justice or other approved senior-level specialized public safety training program. It is to be taught in the 10th and/or 11th grade only.

## Definitions

*Competency:* observable, verified and measurable learning that has definite beginning and ending (what you are competent in), can be performed within a limited amount of time, consists of two or more competency builders/key indicators and leads to a product, a service or decision.

*Competency Builder:* elements of a competency that when completed lead to the attainment of the competency.

## Unit 1: Public Safety Introduction

**Competency 1.1: Research the history of public safety**

Competency Builders:

1.1.1 Analyze the impact of various historical events on public safety
1.1.2 Interpret the impact of the Constitution on public safety
1.1.3 Interpret key court rulings related to public safety

**Competency 1.2: Research career paths within public safety**

Competency Builders:

1.2.1 Investigate public safety careers by using internet search engines and print materials
1.2.2 Identify changes within public safety careers
1.2.3 Identify emerging careers in public safety

**Competency 1.3: Investigate various agencies/institutions within public safety service**

Competency Builders:

1.3.1 Research international agencies in public safety
1.3.2 Research federal agencies in public safety
1.3.3 Research state agencies in public safety
1.3.4 Research county agencies in public safety
1.3.5 Research local agencies in public safety

**Competency 1.4: Investigate scope of practice for each area of public safety**

Competency Builders:

1.4.1 Identify professional or certification requirements and standards for various public safety personnel
1.4.2 Identify continuing education requirements
1.4.3 Clarify liabilities within the scope of practice for each area of public safety

**Competency 1.5: Analyze current trends/issues in public safety**

Competency Builders:

1.5.1 Discuss contemporary issues in public safety

1.5.2 Apply the effect of contemporary issues on public safety
1.5.3 Discuss effect of contemporary technology on public safety

**Competency 1.6: Demonstrate knowledge of the Ohio Revised Code (ORC) pertaining to public safety**

Competency Builders:

1.6.1 Identify various sections of ORC pertaining to public safety (e.g. Public Records Law)
1.6.2 Analyze a situation to determine applicability of ORC
1.6.3 Interpret appropriate sections of ORC
1.6.4 Apply appropriate elements within ORC

**Competency 1.7: Apply knowledge of the Ohio Administrative Code (OAC) pertaining to public safety**

Competency Builders:

1.7.1 Identify various sections of OAC pertaining to public safety
1.7.2 Analyze a situation to determine applicability of OAC
1.7.3 Interpret appropriate sections of OAC
1.7.4 Apply appropriate elements within OAC

**Competency 1.8: Demonstrate appropriate discipline and professionalism**

Competency Builders:

1.8.1 Demonstrate the chain of command of various public safety command structures
1.8.2 Perform duties in a professional manner as defined in a code of conduct

## Unit 2: Ethics

**Competency 2.1: Identify Code of Ethics related to public safety careers**

Competency Builders:

2.1.1 Identify Code of Ethics related to law enforcement careers
2.1.2 Identify Code of Ethics related to fire and EMS careers
2.1.3 Identify Code of Ethics related to other public safety careers
2.1.4 Establish a personal code of ethics

**Competency 2.2: Demonstrate ethical behavior**

Competency Builders:

2.2.1 Choose ethical courses of action in personal interactions
2.2.2 Choose ethical courses of action in all work assignments
2.2.3 Identify consequences of unethical conduct
2.2.4 Identify strategies for responding to unethical behavior of individuals and organizations
2.2.5 Comply with confidentiality requirements of the workplace policy
2.2.6 Identify legal ramification of breech of confidentiality

## Unit 3: Safety

**Competency 3.1: Maintain a safe work environment**

Competency Builders:

3.1.1 Identify potential hazards in the workplace
3.1.2 Follow procedures established to prevent accidents
3.1.3 Interpret a Material Safety Data Sheet (MSDS)
3.1.4. Utilize personal protective equipment
3.1.5 Practice universal precautions against infection
3.1.6 Demonstrate ergonomic safety within the workplace

**Competency 3.2: Identify federal and state agencies regulating workplace safety**

Competency Builders:

3.2.1 Identify current Occupational Safety and Health Administration (OSHA) regulations
3.2.2 Identify current Environmental Protection Agency (EPA) regulations
3.2.3 Identify current Center for Disease Control (CDC) guidelines

**Competency 3.3: Identifies potential occupational hazards related to various careers in public safety**

Competency Builders:

3.3.1 Identify occupational hazards related to law enforcement careers
3.3.2 Identify occupational hazards related to fire protection careers
3.3.3 Identify occupational hazards related to emergency medical services careers
3.3.4 Identify occupational hazards related to other public safety career

## Unit 4: CPR/First Aid

**Competency 4.1: Acquire Cardio-Pulmonary Resuscitation (CPR) certification**

Competency Builders:

4.1.1 Demonstrate adult CPR
4.1.2 Demonstrate child CPR
4.1.3 Demonstrate infant CPR
4.1.4 Demonstrate two-person CPR

**Competency 4.2: Acquire First Aid certification**

Competency Builders:

4.2.1 Demonstrate skills for the care and treatment of adult emergencies
4.2.2 Demonstrate skills for the care and treatment pediatric emergencies
4.2.3 Identify the laws pertinent to emergency care

**Competency 4.3: Performs Automated External Defibrillation (AED)**

Competency Builders:

4.3.1 Demonstrate skills in the care of a victim in cardiac arrest
4.3.2 Integrate the use of AED in the chain of survival

## Unit 5: Computer Technology

**Competency 5.1: Execute fundamental skills to operate word processing, spread sheet and data base operations**

Competency Builders:

5.1.1 Identify existing databases utilized in public safety
5.1.2 Demonstrate application of data base software in work related situations
5.1.3 Demonstrate application of spread sheet software in work related situations
5.1.4 Use word processing software in work-related situations (i.e. on-line reporting)

**Competency 5.2: Identify emerging trends in advanced computer technology in public safety**

Competency Builders:

5.2.1 Investigate advanced computer technology as related to forensic science
5.2.2 Investigate advanced computer technology as related to surveillance
5.2.3 Investigate advanced computer technology as related to emergency management planning and homeland security

## Unit 6: Communications

**Competency 6.1: Apply technical writing skills**

Competency Builders:

6.1.1 Present written information in a clear and concise manner
6.1.2 Organize investigative information into a useful public safety document

**Competency 6.2: Conduct interview**

Competency Builders:

6.2.1 Determine key information to be obtained
6.2.2 Interpret verbal and non-verbal communications
6.2.3 Differentiate between facts, opinions and feelings
6.2.4 Identify various barriers to communication
6.2.5 Identify techniques for overcoming barriers to communication
6.2.6 Identify legal restrictions of conducting an interview

**Competency 6.3: Demonstrate use of technology in communication**

Competency Builders:

6.3.1 Demonstrate established techniques for communicating via two-way communication
6.3.2 Demonstrate established techniques for communicating in alternative manners

## Unit 7: Diversity and Disabilities

**Competency 7.1: Demonstrate sensitivity to cultural and human diversity**

Competency Builders:

7.1.1 Identify cultural population of community
7.1.2 Discuss types of discrimination
7.1.3 Discuss current diversity issues

**Competency 7.2: Demonstrate specialized interpersonal skills**

Competency Builders:

7.2.1 Summarize Americans with Disabilities Act
7.2.2 Provide the appropriate assistance to persons with disabilities
7.2.3 Demonstrate the appropriate methods of communicating with individuals to obtain necessary information

## Unit 8: Schematics, Maps and Geographic Information Systems (GIS)

**Competency 8.1: Identify various types of schematics and maps**

Competency Builders:

8.1.1 Differentiate between a schematic and a map
8.1.2 Determine appropriate uses of schematics and maps
8.1.3 Discuss GIS capabilities and use

**Competency 8.2: Interpret various schematics and maps**

Competency Builders:

8.2.1 Demonstrate use of legend to identify points on schematic
8.2.2 Demonstrate use of legend to identify points on map

## Unit 9: Healthy Living Styles

**Competency 9.1: Identify healthy living styles**

Competency Builders:

9.1.1 Identify common health risks related to life style
9.1.2 Identify benefits of maintaining healthy living styles

**Competency 9.2: Identify impact on employability**

Competency Builders:

9.2.1 Identify fitness standards for entry-level employment

9.2.2 Compare fitness standards for entry-level employment
9.2.3. Appraise own fitness level
9.2.4 Develop fitness goals utilizing concepts of healthy living
9.2.5 Institute fitness plan for achieving goals
9.2.6 Evaluate short- and long-term results of overall fitness plan

## Unit 10: Psychology of Stress

**Competency 10.1: Explain the concept of stress**

Competency Builders:

10.1.1 Define stress
10.1.2 Define distress
10.1.3 Differentiate between stress and stressors

**Competency 10.2: Analyze the stress response**

Competency Builders:

10.2.1 Outline the physical response to stress (General Adaptation Syndrome—Fight or Flight)
10.2.2 Summarize the physical consequences of unmanaged stress
10.2.3 Summarize the emotional consequences of unmanaged stress
10.2.4 Summarize the behavioral consequences of unmanaged stress
10.2.5 Summarize the cognitive consequences of unmanaged stress

**Competency 10.3: Analyze psychological response to stress**

Competency Builders:

10.3.1 Identify psychological stressors
10.3.2 Compare the relationship between personality types and the stress response
10.3.3 Identify stresses in the Public Safety careers
10.3.4 Categorize coping strategies
10.3.5 Critique ineffective coping behaviors

**Competency 10.4: Describe the concept of Critical Incident Stress (CIS)**

Competency Builders:

10.4.1 Define Critical Incident Stress (CIS)
10.4.2 List factors that affect an individual's response to a critical incident

10.4.3 Identify types of critical incidents

## Unit 11: Equipment Training

**Competency 11.1: Identify various equipment utilized in public safety**

Competency Builders:

11.1.1 Identify the function of various equipment in public safety
11.1.2 Identify proper techniques in using various equipment in public safety

**Competency 11.2: Demonstrate safety in handling various equipment**

Competency Builders:

11.2.1 Demonstrate proper care, maintenance, and storage of equipment
11.2.2 Identify potential hazards associated with equipment
11.2.3 Follow proper procedures associated with equipment utilization

## Unit 12: Hazmat Training—Awareness Level

**Competency 12.1: Achieve awareness level under State of Ohio guidelines**

Competency Builders:

12.1.1 Verbalize basic terms used to discuss hazardous materials problems
12.1.2 Explain the roles of federal, state and local governments in reducing hazardous materials risks
12.1.3 Identify hazardous materials

**Competency 12.2: Apply awareness level training to public safety careers**

Competency Builders:

12.2.1 Exhibit knowledge of preparation for hazardous materials incidents
12.2.2 Construct hazardous material plan

## Unit 13: Terrorist Assessment Training

**Competency 13.1: Define terrorism**

Competency Builders:

13.1.1 Identify Federal Code of terrorism
13.1.2 Identify the goals of acts of terrorism

**Competency 13.2: Analyze possible terrorist targets**

Competency Builders:

13.2.1 Identify threats to country
13.2.2 Identify threats to state
13.2.3 Identify threats to county/locality

**Competency 13.3: Awareness of weapons of mass destruction**

Competency Builders:

13.3.1 Define weapons of mass destruction
13.3.2 Identify examples of biological weapons
13.3.3 Identify examples of nuclear weapons
13.3.4 Identify examples of incendiary weapons
13.3.5 Identify examples of chemical weapons
13.3.6 Identify examples of explosive weapons

**Competency 13.4: Identify action to take following a suspected terrorism event**

Competency Builders:

13.4.1 Identify Presidential Decision Directive 39 (PDD-39)
13.4.2 Identify the community safety Emergency Operations Plan (EOP)

## Unit 14: Incident Command

**Competency 14.1: Define Incident Command**

Competency Builders:

14.1.1 Identify mission statement of command
14.1.2 Identify parts of incident command system

**Competency 14.2: Use critical thinking skills in addressing emergency situations**

Competency Builders:

14.2.1 Develop preplan for emergency situation
14.2.2 Utilize command guidelines in emergency situations

## Unit 15: Emergency Telecommunications

**Competency 15.1: Explain the role and responsibility of the 9-1-1 telecommuncator**

Competency Builders:

15.1.1 Describe the history of the evolution of the 9-1-1 telecommunicator
15.1.2 Identify the basic requirements for becoming a telecommunicator
15.1.3 List ethics and rules of conduct as they relate to the profession
15.1.4 Explain the concept of telecommunicator interaction with field personnel
15.1.5 Describe the importance of emergency services field personnel safety
15.1.6 Explain appropriate communications between mass media and telecommunications personnel

**Competency 15.2: Exhibits proper call taking techniques and equipment**

Competency Builders:

15.2.1 Demonstrate call taking ability and properly identify and process communication with various and diverse situations
15.2.2 Define various concepts of call taking
15.2.3 Define the process of multiple call management
15.2.4 Define call prioritization
15.2.5 Identify a minimum of five categories of special needs callers
15.2.6 Define the difference between call transfer and call referral
15.2.7 Explain the importance of documenting calls
15.2.8 Explain the importance of utilizing call handling guides/protocols
15.2.9 Recognize situation requiring appropriate supervisory notification
15.2.10 Define the difference between wireline and wireless technologies
15.2.11 Identify a minimum of 10 pieces of call taking equipment

**Competency 15.3: Exhibits proper dispatching techniques and equipment**

Competency Builders:

15.3.1 Define basic dispatching techniques
15.3.2 Demonstrate basic radio broadcast procedures
15.3.3 List the Federal Communication Commission operating requirements applicable to 9-1-1 telecommunications
15.3.4 Define Title 18 of the U.S. Criminal Code
15.3.5 Define National Fire Protection Association Standard 1221
15.3.6 Explain the need for departmental contingency plans
15.3.7 Demonstrate a use of 10 different pieces of dispatching equipment

**Competency 15.4: Identifies a basic understanding of telecommunicator liability**

Competency Builders:

| | |
|---|---|
| 15.4.1 | Describe five areas of liability for telecommunicators |
| 15.4.2 | Explain the importance of appropriately completing required documentation/reports |
| 15.4.3 | Define the terms: liability, omission, commission, negligence |
| 15.4.4 | Describe the limits of liability protection |

*U.S. Department of Education*
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

# NOTICE

## Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").